"A COMPARATIVE STUDY ON EFFECT OF CASTE ON CREATIVITY AND EMOTIONAL INTELLIGENCE OF FEMALE ADOLESCENCE OF JAIPUR AND AJMER DISTRICTS"

A

Synopsis

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INTRODUCTION

Education makes a man a complete human being; it is education which is the basis of difference between human being and animals. But what is education? Education is a process through which hidden potentialities of a person come to surface. Education is a process through which a child comes to know about its family, society, surrounding, and culture and above all about his own self. It is a lifelong process. In its wider sense, education is not the communication of information by the teacher or the acquisition of knowledge by the child. It is the total development of personality. In this sense, education consists of all those experiences which affect the individual from birth till death.

Education is that process by which an individual freely develops his self-according to his nature in free environment. In this way, education is life-long process of growth and development. Such education is not confined to the limit of time, place and individual.

The god creator of the universe is the supreme mind who possesses the creative ability. He has created all of us and all that is revealed in nature. We are elevated to be called his creation. Original ideas have changed the course of human history. These capabilities of an individual can be enhanced by the latest technology like multimedia.

Creative industries use multimedia for a variety of purposes ranging from fine arts, to entertainment, to commercial art, to journalism, to media and software services provided for any of the industries listed below. An individual multimedia designer may cover the spectrum throughout their career. Itrequest for their skills range from technical to analytical to creative.In this modern era, each field of

education is affected by the multimedia. The amazing technology also affects the capabilities of a student from each direction.

MEANING OF CREATIVITY

According to Indian philosophy, we are the constituents of the supreme power as the ray of the sun is the constituent's part of his creator, the sun. Therefore every one of us is a unique creation, but does not posses the same creative ability as his pears. Some of us are endowed with high creative talents and contribute in the advancement in the field of art, literature, science, business, teaching and other sphere of human activity, and are responsible for propounding new ideas and bringing about social and cultural changes.

Good education, proper care and provision of opportunities for creative expression inspire, stimulate and sharpen the creative mind, and it is in this sphere, that parent, society and teachers makes a significant contribution. They are required to help the children in nourishing and utilizing their creative abilities to the utmost. The educational process therefore should be aimed at developing creative abilities among children. This can be achieved by acquainting the teachers and parents with the real meaning of the creative process and the ways and means of developing and nurturing creativity.

DEFINITION -

The terms 'creativity' or 'creative processes' have been defined in many ways. Some of these definitions are as follows:

- **Stagner and Karwoski (1973):** "Creativity implies the production of a

'totally or partially' novel identity".

- **Drevdahl (1956):** "Creativity is the capacity of a person to produce compositions, products or ideas which are essentially new or novel and previously unknown to the producer".
- **Spearman (1931):** "Creativity is the power of human mind to create new contents by transforming relations and thereby generating new correlates".
- **M. J. Levin (1978):** "Creativity is the ability to discover new solutions to problems or to produce new ideas, inventions or works of art. It is the special form of thinking, a way of viewing the world and interacting with it in a manner different from that of the general population.
- **Wilson, Guilford and Christensens (1974):** "The creative process is any process by which something new is produced- an idea or an object including a new form or arrangement of old elements the new creation must contribute to the solution of some problems.
- **Stein (1974):** "Creativity is a process which results in novel work that is accepted as tenable to useful or satisfying to a group of people at some point in time".

There seems, however, to be considerable lack of agreement among these scholars regarding the true nature and concept of creativity- its process as well as its product.

CONCEPT OF CREATIVITY

The concept of creativity is difficult to define because of the various

connotation attached to it. Psychologists and psychotherapists have not yet reached an agreement regarding the nature of creative function. Many persons have defined it in their own ways. A distinguished theory of creativity has been proposed by Guilford (1950) according to which intellect consists of 120 different abilities. He has suggested that human productive abilities are of two kinds, convergent and divergent. Convergent thinking implies a single right solution whereas divergent thinking may produce a range of appropriate solutions.

The primary trait involved in divergent thinking and so in creativity as enumerated by Guilford were the following:

- **Fluency** of thinking indicating fertility by ideas.
- **Flexibility** of thinking consisting in ability to produce a variety of ideas as also providing most unusual type of solutions to the problems.
- **Originality** of responses which means new, clever or unconventional responses bringing out remote associations and relationships.

Nature And Characteristics Of Creativity

- Creativity is universal.
- Creativity is innate as well as acquired.
- Creativity produces something new or novel.
- Creativity is adventurous and open thinking.
- Creativity is a means as well as end in itself.
- Creativity carries ego involvement.
- Creativity has a wide scope.
- Creativity and intelligence do not necessarily go hand in hand.

- Creativity rests more on divergent thinking than on convergent thinking.
- Creativity cannot be separated from intelligence.
- Creativity and school achievement are not correlated.
- Sociability and creativity are negatively correlated.

ADOLESCENCE

Adolescessnce (from Latin: *adolescere* meaning "to grow up")is a transitional stage of physical and mental human development generally occurring between puberty and legal adulthood (age of majority), but largely characterized as beginning and ending with the teenage stage. According to Erik Erikson's stages of human development, for example, a young adult is generally a person between the ages of 20 and 40, whereas an adolescent is a person between the ages of 13 and 19. Historically, puberty has been heavily associated with teenagers and the onset of adolescent development. However, the start of puberty has had somewhat of an increase in preadolescence (particularly females, as seen with early and precocious puberty), and adolescence has had an occasional extension beyond the teenage years (typically males) compared to previous generations. These changes have made it more difficult to rigidly define the time frame in which adolescence occurs.

Adolescence is usually accompanied by an increased independence allowed by the parents or legal guardians and less supervision, contrary to the preadolescence stage.

Adolescence is characterized by a number of cognitive, emotional, physical and attitudinal changes, which can be a cause of conflict on one hand and positive personality development on the other.

The home environment and parents are still important for the behaviors and choices of adolescents. Adolescents who have a good relationship with their parents are less likely to engage in various risk behaviors, such as smoking, drinking, fighting, and/or unprotected sexual intercourse. In conflict with their parents, adolescents are more flexible than younger children, but more hostile and rigid compared to adults.

Adolescence is also a time for rapid cognitive development. Piaget describes adolescence as the stage of life in which the individual's thoughts start taking more of an abstract form and the egocentric thoughts decrease. This allows the individual to think and reason in a wider perspective. Adolescent psychology is associated with notable changes in mood sometimes known as mood swings.

Positive psychology is sometimes brought up when addressing adolescent psychology as well. This approach towards adolescents refers to providing them with motivation to become socially acceptable and notable individuals, since many adolescents find themselves bored, indecisive and/or unmotivated.

Struggles with adolescent identity and depression usually set in when an adolescent experiences a loss. The most important loss in their lives is the changing relationship between the adolescent and their parents. Adolescents may also experience strife in their relationships with friends. This may be due to the activities their friends take part in, such as smoking, which causes adolescents to feel as though participating in such activities themselves is likely essential to maintaining these friendships. Teen depression can be extremely intense at times because of physical and hormonal changes but emotional instability is part of adolescence. Their changing mind, body and relationships often present themselves as stressful and that change,

they assume, is something to be feared. Sleep deprivation has also been linked to adolescent depression, particularly in the teen years.

DEFINITIONS:

- **Stanley Hall**- "Adolescence is a period of great stress and strain, storm and strife."
- **A.T.Jersild**- "Adolescence is that span of year during which boys and girls move from childhood to adulthood, mentally, emotionally, socially and physically."
- **Hunt and others** – "The one word which best characterizes adolescence is 'change'. The change is physiological, sociological and psychological."

In the light of above definition it is clear that adolescence is the transitional period of life. The child experiences a number of changes in this transitional period. Physiological or biological maturity is a major component of adolescence. Adolescents may show egocentrism in their social thinking. The search for identity is a key task of adolescence. With age, teens who have not yet experienced an identity crisis become more likely to do so. During this period abstract thinking blossoms and information processing abilities improve; the intellectual development is at the peak.

FACTOR AFFECTING ADOLESCENCE'S CREATIVITY

Environmental factors have a great impact on creative potential. Similarly, level of educational achievement too appears to be related to the creativity level of adolescents, with the objective of finding the influence of academic achievement on creativity, a study was conducted on adolescents in a sample of 240 subjects, (120 male students and 120 female students) of ages 15 to 17 years from Senior Secondary

.schools of Jodhpur city. Passi's Tests of Creativity (PTC) was used to measure the creativity level; Educational Achievement was measured on the basis of percentages of aggregate marks obtained by the subjects in their previous examination. The results indicate that (i) the high achiever group of adolescents were more alike and shared similar traits overriding the impact of gender, when gender differences between high achiever group on creativity was observed. (ii) There were gender differences among low achiever group on creativity.

Family also plays an important role in shaping the creative thinking of children. Most young people are able to navigate these adolescent years successfully with the support of caring families. Children lay the foundation for their attitudes toward people, things and life in general through their contacts with family members. Parents serve as significant interpreters for children of information about the world and children's abilities. Close parent/adolescent relationships, good parenting skills, shared family activities and positive parent role modeling all have well-documented effects on adolescent health and development.

EFFECT OF GENDER DIFFERENCE ON CREATIVITY

In another study examining gender differences in creativity, Boling and Boling (1993) conducted an investigation with 40 students ages 10 through 13 in a private school using the Eisenman's Personal Opinion Survey. This survey measures creative attitudes; polygons, differing in complexity, simplicity; and an Unusual Uses measure. They found first-born males and later born females demonstrated the greatest creativity.

(2005) studied positive and significant relationship between parental involvement and academic achievement. Vamadevappa, has also found the similar findings regarding gender differences with academic achievements. There was a significant difference in the achievement scores of boys and girls of high parental involvement group as compared to low parental involvement group. Similarly, Sood (2006) in a study on adolescents found that females exhibited significantly higher academic motivation than male. Further, socio-culturally, it is seen that children think of reading as a feminine activity, and therefore boys do not go for it.

EFFECT OF CASTE ON CREATIVITY

The low castes have always been the sufferers. The idea of person belonging to upper castes is accepted and appreciated whether he is ignorant, but this situation is opposite for a person belonging to scheduled caste whether he is intelligent. In this study the investigator wants to recognize does the creative potential of scheduled caste students impacted by the birth in scheduled caste that is known as social status in Indian perspective. It also thought that income also effects creative potential. High-income family's students are more creative than lower income family's students, because high income provides freedom of choice, he can arrange resources easily. Gender is another feature which impacts creativity, it is also thinking of male category they are superior to woman .The major aims at exploring the myth that the scheduled castes do not have innate potentials, people belonging to upper castes think that they get all opportunity due to reservation policy.

Hence keeping this all in view the researcher is attempting to carry out the study as proposed below under the head the „statement of the problem?"

CREATIVITY OF FEMALE ADOLESCENCE

Shutiva (1991) compared the scores on the Torrance Test of Creative Thinking (TTCT), Figural Form B of 150 eleventh grade, urban and reservation American Indian students representing twenty-one different tribes. The results indicated that urban female students were more creative on originality, abstractness of title, resistance to closure, and average and creative index scores. In comparing urban and rural females, the urban girls scored significantly higher than those on the reservation on all six variables. They also obtained scores ten to fifteen points higher than the rural girls and urban females on several of the variables. This study raises the question of what impact the acculturation into the majority society has on creativity. Are there certain cultural characteristics of reservation American Indians that may inhibit or impede creativity?

What is Emotional Intelligence?

Emotional Intelligence (EQ or EI) is a term created by two researches – Peter Salavoy and John Mayer – and popularized by Dan Goleman in his 1996 book of the same name.In practical terms, this means being aware that emotions can drive our behavior and impact people (positively and negatively), and learning how to manage those emotions – both our own and others – especially when we are under pressure.

DEFINITION OF 'EMOTIONAL INTELLIGENCE'

Definition: Emotional intelligence refers to the capability of a person to manage and control his or her emotions and possess the ability to control the emotions

of others as well. In other words, they can influence the emotions of other people also.

Description: Emotional intelligence is a very important skill in leadership. It is said to have five main elements such as - self-awareness, self-regulation, motivation, empathy and social skills.

Let's understand each one of them in detail. What is self-awareness? If you are self-aware of what you are going through, you would be in a better position to understand others, and affect people around you. It also means you are aware of your strengths as well as weaknesses. When you experience anger, hold that moment and think what made you so angry. Keeping a journal always helps.

What is self-regulation? Self-regulation is the next step wherein you think before speaking. It is an important aspect where you can regulate yourself. This will impact others in a positive way rather than in negatively. Hold yourself accountable in case you make a mistake, and try to remain calm in every situation.

What is motivation? When you are motivated to do a series of tasks you will be in a better position to influence others. Work towards your goal consistently. Show your employees how the work is done and lead by example. Even if you are faced with a challenge try and find something good about the situation.

What is empathy? When you are able to put yourself in other's shoe and think about a situation, it is known as empathy. Every successful leads should know how to empathise with others, if you want to earn their respect.

What are social skills? The last aspect is social skills and it is one of the important aspects. Social skills are all about communicating your point of view to.

They are able to build a rapport with others which makes the relationship more comfortable.

CREATIVITY AND EMOTIONAL INTELLIGENCE

Creativity is one of the dominant attributes of human thought. In recent years, the creative works and innovations of creative individuals have been considered in research institutes and training circles. With no doubt, developing creativity is considered as one of the most important objectives of training and education.

Batey and Furnham (2006) believe that creative person has two attributes: one is analytical though which analyses and the other is creative thought which is a mental skill where the power of imagination and thinking creates new ideals to achieve one or several solutions.

In fact, emotional intelligence is a king of emotional talent, which determines how we could use our skills in the best possible way and even it helps us to use rational in proper course. Since emotional intelligence empowers an individual to increase or maintain positive creation, it indirectly can increase creativity in individuals (Jahani Hashemi et al., 2005). Bon Van Rooy and Viswesvaran (2004) asserted that emotional intelligence and its components leads to certain skills such as self-awareness, creativity and empathy since creativity could be a good strategy in obtaining the innovative ways to deal with diseases and professional stressful situations.

Thus, individuals who are skillful in regulating their emotions can better compensate for their negative emotions through pleasant activities. However, individuals who have problems in regulation of their own emotions lack this ability.

Today, it is believed that the individual with higher emotional intelligence can better overcome the challenges and more effectively control his emotions. According to a general belief, if individual is emotionally more intelligent, he can maintain his emotional reactions in balance and secure himself against stress (Boussiakou & Boussiakou, 2006). All these elements lead to increase of social skills of individuals (Zenasni & Lubart, 2009). In a study done by Chan (2005) in Hong Kong University, the relation between the perceived creativity and emotional intelligence was investigated. The results showed that there is positive meaningful relation between creativity and emotional intelligence.

The results of this study showed that there is positive significant relation between creativity and emotional intelligence. In other words, when the score of emotional intelligence increases, creativity also increases.

EMOTIONAL INTELLIGENCE AMONG ADOLESCENCE

Emotional Intelligence has been directly linked to scholastic success among adolescents (Downey, Mountstephen, Lloyd &Stough, 2008). Even though some studies point out the EI does not significantly contribute to social and academic success among teenagers (Woitaszew sky & Aalsma, 2003).

Adolescence has often been described as a time of physical and emotional changes that every young person between the ages of 13-19 goes through. It is a transition from childhood to adulthood, and is a crucial time for young individuals to develop their thinking patterns, emotional patterns, and form close relationships. It is also a time for exploration of their own self, societal norms, sexuality, career choices, and peer groups. With the world changing so fast, and the focus now shifting to

qualities such as empathy, proactiveness, social intelligence, adolescents also need to keep pace with not only what is happening with them, but to others as well. They need to learn to respond to other peoples. In other words, Emotional Intelligence is the capacity for recognizing our own feelings and those of others, for motivating ourselves, and for managing emotions well in us and in our relationships. His model of EI has five components: self-awareness, self-regulation, motivation, empathy and social skills. All three models of EI are assumed to be playing a role (positive or negative) in adolescent.

REVIEW OF RELATED LITERATURE

Singh (1989-90), made an investigation to the Study habits of scheduled caste adolescents in relation to their sex and achievement motivation. Study was conducted on ISO boys and 150 girls belonging to scheduled caste from 9th classes in Himachal Pradesh. 'F' value of 5.16 for the main effect of sex on the study habits was significant at 5 percent level. It indicated that the study habits of boys and girls differed significantly. Boys had significantly better study habits than girls.

Shetay, S.G. (1991), "A study of creativity in relation to personality factors of the students from agricultural universities."

Findings:

- It was revealed that the sample predominantly comprised of students in the age group between 20-21years, halling from middle class, belonging to rural areas, and had medium academic achievement.

Hussain, Shamshad and Sinha, Rashmi (1995) conducted a study on"A comparative study of creativity among male and female students of industrial and non-industrial belts of bihar."

Objectives:-

- To examine the creative potential of children dwelling in industrial belts.
- To compare their creativity with the children with the children of non-industrial belt.

Findings:-

It has found that on verbal measures male had outperformed female significantly and on non-verbal measures, males had scored higher on originality aspect. On composite and elaboration scores there was no significant sex difference.

Gupta, S.M. (1995)conducted a study on"Effect of social class status on creative ability of students."

Objectives:-

1. To study the creativity among advantaged and disadvantaged senior sec. boys and girls belonging to urban and rural areas.
2. To find out the differences, if any, in creativity of advantaged and disadvantaged students.
3. To find out the differences in creativity of students from urban and rural areas.
4. To find out the differences in creativity of boys and girls of Sr. Sec. Stage.

Findings:-

1. The mean creativity scores showed that advantaged group students were more creative than disadvantaged group students.

2. Boys were found to be more creative than girls.
3. Urban students were more creative than rural students.

Kha (Bansal, Indu and Agarwal, Shi 1997) conducted a study on"Role of computers in the environment of creativity among young children."

Findings:

- It was found that the creative ability improved by the pre-test and post-test scores for the treatment group which was given exposure to computers.

Chaturvedi, Archana (1997) conducted a study on "Creativity as related to personality traits and scholastic achievement of tribal students."

Objectives:-

- *To find out the creativity as related to personality factors and scholastic achievement.*

Findings:-

- The tribal boys and girls did not differ significantly on creativity. High creative boys and girls as well as low creative boys and girls had significant difference on total creativity.
- High creative and low creative tribal boys and girls significantly differed on their scholastic achievement.

Liu, M. (1998), "To examine elementary school students in hypermedia authoring would promote their creative thinking."

Objective:-

- Promoting creative thinking in children has been an issue of critical importance to educators. Research shows that appropriate uses of computer

programs such as word processing, computer imaging, and Logo programming have the potential to enhance children's creativity. Little is known, however, about the impact of hypermedia technology on children's creative thinking.

- This study examined whether engaging elementary school students in hypermedia authoring would promote their creative thinking. It was found that after engaging in an extended period of hypermedia authoring, the fourth graders increased their creativity scores in a number of areas. The low and intermediate ability students appeared to benefit from the hypermedia authoring environment more than the high ability students and working collaboratively on the hypermedia authoring projects enabled students to demonstrate higher creativity scores than when working individually.

Finding:-

- The findings are consistent with research on hypermedia and
- creativity with Logo in showing that by offering a new dimension for expressing thoughts and encouraging novel ways of presentation, hypermedia authoring is another way to facilitate children's cognitive development and promote their motivation toward learning.

Gaikwad,SudhakarBhimrao (2002)conducted a study on "Status of non-formal education in the district of Jalna- A Critical Study".

Objectives:-

- To find out the educational achievement of dropouts and beginners.
- To suggest remedies for the improvement of NFE Centres.

Findings:-

- Status of students of NFE Centres has been found inferior to formal students on language and mathematics.
- Status of drop out students has been found inferior to that of beginner students on language and mathematics.

Patel, R.K. (2002) conducted a study on **"**A study of scientific creativity of undergraduate science students of Allahabad university and affiliated degree college."

Objectives:-

1. To find out whether students of university teaching departments differ from students of affiliated degree college w.r.t. their scientific creativity.
2. To find out whether boys differ from girls studying in same university teaching department w.r.t scientific creativity.

Findings:-

1. There was no significance difference among students of teaching departments and affiliated degree colleges w.r.t their overall scientific creativity.
2. Girls excelled boys in fluency and flexibility aspect of scientific creativity.

Gakhar, S.C. and Dharmindre (2003) conducted a study on **"**Intellective and non-intellective factors associated with mathematical creativity at the elementary school stage."

Objectives:-

1- To find out the relationship of intellective variables like intelligence creativity with mathematical creativity of the children.

2- To find out the relationship of non-intellective like socio-economic status home environment with mathematical creativity of the children.

Findings:-

1. The variable of intelligence was found to be significantly and positive correlated with mathematical creativity. No relationship was found between creativity and mathematical achievements.
2. Non-intellective variable was found to be positively and significantly correlated with mathematical creativity.

Yadav R.S. Hassain, H. (2004) conducted a study on **"**An interactional study of scientific creativity and some of its related factors."

Objectives:-

To study the interactional effects of personality typology, local and sex on scientific creativity of students at higher secondary level.

Findings:-

Interaction of variables like 'locale' and sex has no significant effect on scientific creativity of students while that of 'personality type' and sex is quite significant.

Roy, M (2005) conducted a study on "To study the effect of "creativity appreciation training programme" on the teacher's attitudes towards creative teaching and learning."

Objectives:-

To study the attitudes of high and higher secondary school teachers and compare the attitudes of male and female teachers towards creative teaching and learning.

Findings:-

1. Teachers of high and higher secondary schools had poor perception about creativity and hence an unfavorable attitude towards creative teaching and learning.
2. In CATP, high and higher secondary school teachers demonstrated a remarkable positive shift in their attitudes towards creative teaching and learning.

Gomez, J. G. (2007) conducted a study on "Creativity has been defined in many different ways by different authors."

Objectives:-

- This article explores these different definitions of creativity; the relationship between creativity and intelligence, and those factors which affect creativity, such as convergent and divergent thinking.
- In addition, the article explores the importance of computer technology for testing ideas and the importance of reflective thinking and the evaluation of thoughts. It concludes with a synthesis of the basic attributes of highly creative students and presents some ideas of what scholars have said about strategies we can use to enhance creativity in students.

Finding:-

- Originality and creative imagination are private, guidance and training can

substantially increase the learner's output.

Pandey, S.N and Ahmed, Md. F. (2008)conducted a study on"The studied significance of difference between male and female adolescents on academic performance and intelligence." It was found that there is no significant difference between male and female adolescents on the measure of academic performance and on the measure of intelligence.

Vidwans and Vinod, V. (2009) conducted a study on "To resolve these issues by characterizing creativity as 'design-intelligence."

Objective:-

The issues of criteria, ontological, and teleological significance pertaining to characterization of creativity remain unresolved despite the efforts by researchers from diverse fields of knowledge. The present work attempts to resolve these issues by characterizing creativity as' design-intelligence'. This paradigmatic notion stands for the activity of human mind responsible for generating cognitive-constructs possessing the qualities of 'novelty' (contrasting distinctiveness), 'originality' (historical primacy and source-specificity), and 'uniqueness' (characteristic adherence to the principles of design).

Finding:-

The aesthetic sub-system of this model, comprising a set of principles of design, is considered to be chiefly responsible for creative production since these principles have regulative and constitutive role in the dynamics of creative activity.

Thus, the 'design-intelligence' paradigm provides new insights into creativity.

Reddy &Venu (2010) conducted a study on ‘To study the effect of gender and locality on Emotional Intelligence of secondary school students.” Sample of studyconsisted of 200 boys and girls collected from rural and urban schools in and around Tirupathi. Emotional Intelligence Scale developed by Natun Kumar Thingujan& Usha Ram was administered on the sample to assess their Emotional intelligence. A 2x2 factorial design was employed to analyze the data. Findings of the study revealed that girls were found to be higher in their Emotional Intelligence than boys. Further, it was found that students belonging to urban areas have higher emotional intelligence than students of rural areas.

Tolaoye et al. (2010) conducted a study on “To which level of creativity and emotional intelligence influenced the level of academic achievement of Higher National Diploma HND business administration students of Polytechnics in South Western States of Nigeria.” Three instruments; Students Cumulative Grade Point (CGPA) hiformation Format (SCIF); Wong and Law Emotional Intelligence Scale (WLEIS) and Nicolas Host Creativity Test (NHCT) were used to collect data on emotional intelligence, creativity and academic achievement of 235 subjects. Findings of the study revealed that there was no significant difference between male and female student's academic achievement, creativity and emotional intelligence.

Tan, Oon-Seng; Chye, Stefanie and Teo, Chua-Tee (2010) “Fostering Creativity from Constructivist Perspectives”.

Objective:-

Problem-based learning (PBL) has been widely touted to be an effective instructional method for the present climate of change and innovation. Supporters vehemently contend that it is an effective means of cultivating creativity. These claims, while promising in theory, seem to lack systematic empirical support. Consequently, it is prudent to scrutinize existing evidence to determine if the increased resources required for PBL are indeed balanced by its educational benefits.

Finding:-

In conclusion, areas for future research and the steps that need to be taken to advance knowledge in this sphere are considered.

Mittal, Kavita (2011), "A study of creativity talent of teacher- trainees in relation to emotional intelligence."

Objective:-

- To study of creativity talent of teacher-trainees in relation to emotional intelligence

Findings:-

- Creative talent and emotional intelligence are independent of each other.
- There is no significant difference in the creative talent of teacher- trainees belonging to arts and science streams.

Chawla et al. (2011) conducted a study on "To find out the correlation among General hiteUigence, Emotional Intelligence and Scholastic Achievement of 180 students of 10+1 grade of commerce in two English medium senior secondary schools

of Punjab district." It was observed that there were insignificant positive correlations between general intelligence and emotional intelligence, general intelligence and scholastic achievement, emotional intelligence and academic achievement, there was insignificant negative correlation between general intelligence and emotional intelligence among high scores and low scores.

Krishna, Arun Prakash, Vimal, Dr. Smita Jaiswal (2016), "A Study of Emotional Intelligence of Scheduled Caste and NonScheduled Caste Students."

CONCLUSION: There is a significant difference between emotional intelligence of scheduled caste and nonscheduled caste students. This finding revealed that Emotional intelligence of non-scheduled caste students was better than scheduled caste students and significant difference between nonscheduled caste and scheduled caste students was found.

Dr. Chandrakant Jamadar, Sindhu A. (2018), "The Impact of Socio Economic Status on Emotional Intelligence and Creativity among Tribal Adolescent Students."

Findings:-

The survey research aim to investigate the impact of socio-economic status on emotional intelligence and creativity among Tribal students. The socio economic status of tribal students is highly impact on their emotional intelligence and creativity and in emotional intelligence and creativity in tribal boys and girls both is same.

No differences between them and the emotional intelligence and creativity between class x students are emotionally stable and have more creativity compared to VIII and IX students and in age group, 16-19 age group tribal students are

emotionally stable and more creative compare to 12-15 age group of tribal students. Finally, in tribal community people, especially Yerava Community students are have more emotional intelligence and creativity compared to Kaadukuruba and JenuKuruba tribal communities.

Khatri, Shivani (2018) conducted a study on **"**Emotional Intelligence in Adolescents and its Implications on their Lifelong Development."

Findings:-Emotional Intelligence certainly does affect the lifelong development in adolescents. Even in adults, emotional intelligence remains a predictor for greater satisfaction in relationships, social skills and marital satisfaction (Schutte et. al., 2001). Even at as young an age as 10, higher emotional intelligence has been shown to be positively related to behavioural traits like "co-operation" and "dependence" (Petrides, Sangareau, Furnham and Fredrickson, (2006). Whereas low emotional intelligence may have an impact on negative behaviours and decisions during adolescence such as substance abuse, deviant behaviour, lesser focus on academics and an overall low mental health status.

NEED OF THE STUDY -

The Almighty God, the creator of the universe, is the supreme mind who possesses the finest creative abilities. Every one of us is a unique creation, but does not posses the same creative ability as his pears. Some of us are endowed with high creative talents and contribute to advancement in the field of art, literature, science, teaching and other spheres of human activity. Good education, proper care and

provision of opportunities for creative expression inspire, stimulate and sharpen the creative mind, and it is in this sphere, that parent, society and teachers make significant contribution.

Technology is revolutionizing the world of education replacing familiar classroom tools and changing the way we learn. In the modern era there are lots of tools and technique used by teachers or lecturers to spot and persuade the creativity of the students in much kind of stipulations.

The complexities and demands of the present day society have given rise to many problems in children like gender differences and castism and poor economical conditions. High-income family's students are more creative than lower income family's students, because high income provides freedom of choice, he can arrange resources easily. Gender is another feature which impacts creativity it is also thinking of male category they are superior to woman. The major aims at exploring the myth that the scheduled castes do not have innate potentials, people belonging to upper castes think that they get all opportunity due to reservation policy. During the formative period spent in the school, the child develops skills, attitudes; habits and interests. Many make it through their youth without major problem but some face emotional and behaviour disorder specially girls students. Such emotional disturbance leads to poor mental health which affects creativity of the child.

So there is need to educate the female adolescents about how to deal and how to cope with thing those are troublesome, rather than pretending they do not exist which lead to emotional problems. Emotional intelligence and its components leads to certain skills such as self-awareness, creativity and empathy since creativity could be

a good strategy in obtaining the innovative ways to deal with diseases and professional stressful situations.

Thus, female adolescence who are skillful and belongs to good economic conditions in regulating their emotions can better compensate for their negative emotions through pleasant activities. Other side female students who are of poor economic condition and affected by castisim can't explore their creativity and emotions. Other related facts also affect the creativity and emotional intelligence of female adolescents. That's why; the investigator wants to see the effect of caste and economical condition on creativity and emotional intelligence of female adolescence.

STATEMENT OF THE STUDY -

In the light of the above discussion, the investigator was inspired to conduct an exploratory study on this theme. Briefly, the problem can be stated as follows:-

"A COMPARATIVE STUDY ON EFFECT OF CASTE ON CREATIVITY AND EMOTIONAL INTELLIGENCE OF FEMALE ADOLESCENCE OF JAIPUR AND AJMER DISTRICTS"

OPERATIONAL DEFINITIONS

Various terms have been used in the statement of the problem, which are defined below :-

CASTE: - Caste is a form of social stratification characterized by endogamy, hereditary transmission of a life style which often includes an occupation, ritual status

in a hierarchy and customary social interaction and exclusion based on cultural notions of purity and pollution.

CREATIVITY: - Creativity as the unique characteristic of the human mind may be defined as the capacity of an individual to create or produce an entirely new or novel idea or object or by the rearrangement or reshaping of what is already known.

EMOTIONAL INTELIGENCY:-The capacity to be aware of, control, understand and express one's emotions and to handle interpersonal relationships with compassion and judiciousily. It is the ability to manage emotions so as to attain specific goals.

ADOLESCENCE: - The period follows the onset of puberty during which a young person develops from a child into an adult.

OBJECTIVES OF THE STUDY

The present study is on the effect of caste on creativity and emotional intelligence of female adolescence of Jaipur and Ajmer Districts. So the objectives are as bellow :-

1. To find out the creativity and emotional intelligence of female adolescence belong to general caste of rural and urban areas.
2. To find out the creativity and emotional intelligence of female adolescence belong to backward caste of rural and urban areas.
3. To find out the creativity and emotional intelligence of female adolescence belong to scheduled caste of rural and urban areas.
4. To study and compare the creativity and emotional intelligence of female adolescence belong to general caste and backward caste of rural and urban

areas.

5. To study and compare the creativity and emotional intelligence of female adolescence belong to backward caste and scheduled caste of rural and urban areas.
6. To study and compare the creativity and emotional intelligence of female adolescence belong to general caste and scheduled caste of rural and urban areas.

HYPOTHESIS OF STUDY -

The hypothesis is a powerful tool in research process to achieve dependable knowledge. It helps the researcher to relate theory to observation and observation to theory. It enables the researcher to locate and identify the variables involved in the study and suggest methodological procedures that are able to be employed. The following specific hypothesis is formulated : -

1. There will be no significant difference in the creativity and emotional intelligence of female adolescence belong to general caste and backward caste of rural and urban areas.
2. There will be no significant difference in the creativity and emotional intelligence of female adolescence belong to backward caste and scheduled caste of rural and urban areas.
3. There will be no significant difference in the creativity and emotional intelligence of female adolescence belong to general caste and scheduled caste of rural and urban areas.

DELIMITATIONS OF THE STUDY:-

In the interest of dependable research, it is always good to delimit the area of study to bring it within the resources and limitations of the researcher.

- The present study will be confined to Jaipur and Ajmer Districts.
- The present study will be confined to female adolescence of different caste.
- The present study will be confined to the creativity of female adolescence of different caste.
- The present study will be confined to the emotional intelligence of female adolescence of different caste.
- The present study will be confined to female adolescence belong to three different caste (general, backward and scheduled).
- The present study will be confined to female adolescence belong to rural and urban areas of Jaipur and Ajmer Districts.

METHODOLOGY:

Survey method will be used by the investigator for collecting data. The investigator will go in selected area and collect data from respondent of secondary school's students.

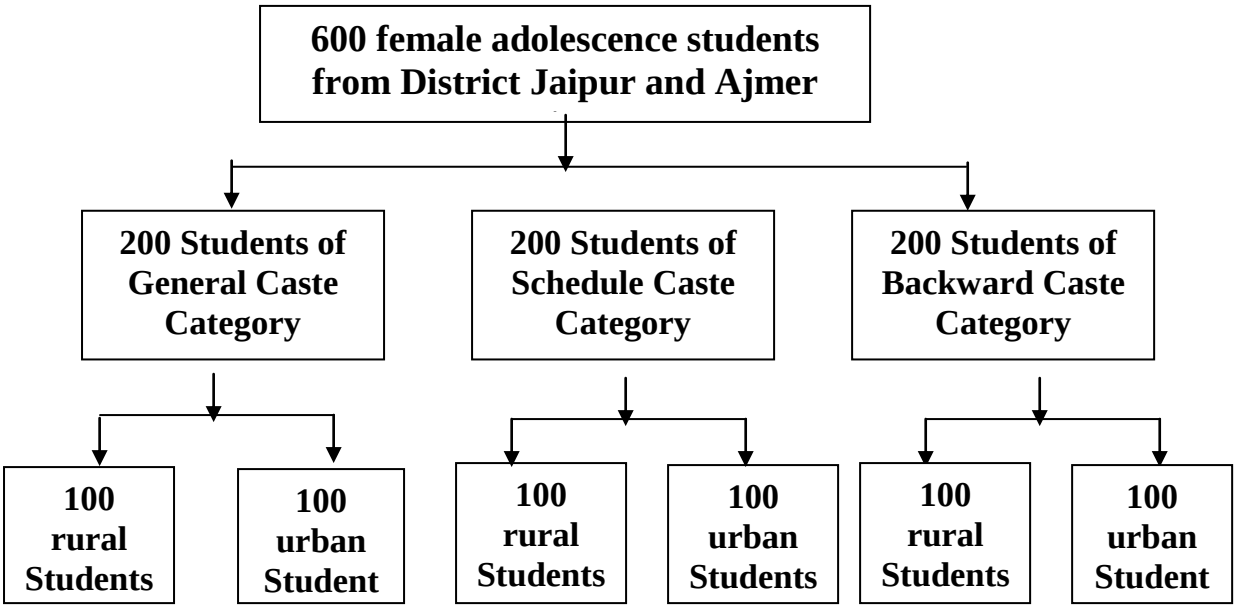
POPULATION :

All students of District Jaipur and Ajmer Districts will be selected for population for present study. The present study will be conducted on the female adolescence of three different caste of District Jaipur and Ajmer Districts.

SAMPLE :

The present study will be conducted on a sample of 600 female adolescence students selected from District Jaipur and Ajmer Districts in which 200 students from each caste category will be selected. 100 rural and 100 urban female students will be selected from each caste groups.

SAMPLE DESIGN :


600 female adolescence students from District Jaipur and Ajmer
200 Students of General Caste Category
200 Students of Schedule Caste Category
200 Students of Backward Caste Category
100 rural Students
100 urban Student
100 rural Students
100 urban Students
100 rural Students
100 urban Student

SAMPLING TECHNIQUE :

The investigator will be used random sampling technique to collect the data for the study.

RESEARCH TOOLS :

In this study, investigator used **Baquer Mehdi's verbal test of creative thinking** for investigating creativity among rural adolescence of different caste will be used.

Emotional Intelligency Scale by Hyde, Anukool; Pethe, Sanjyot and Dhar, Upinder (2002) will be used.

STATISTICAL TECHNIQUES :

The appropriate and feasible statistical technique i.e. mean, SD and t-test etc. will be used by the investigator keeping in view objectives of the study.

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